Students' Motivation To Learn English As Foreign Language (Efl): A Case Study

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Abstract
This research aims to understand the factors influencing students' motivation to learn English as a foreign language (EFL) and their impact on academic performance. The study uses qualitative methods, including interviews and questionnaires, with a sample of grade 7 junior high school students in West Jakarta. The results show that intrinsic factors, such as interest in learning English and self-desire to achieve high academic achievement, are more motivating. However, extrinsic factors, such as teacher praise or parental expectations, can also influence intrinsic motivation. Thus, intrinsic factors have a more significant influence on students' motivation, while extrinsic factors also play a role. Understanding these factors can help build learning independence and improve students' academic performance.

Keywords: *Students motivation, learning English, intrinsic, extrinsic*

INTRODUCTION

English proficiency plays a crucial role in academic achievement, offering individuals access to global knowledge and opportunities. According to Haidar & Fang (2019), proficiency in English is not only highly valued for communication but is also considered essential for academic success. Thus, beyond mere communication, English proficiency serves as a gateway to higher education, facilitates cross-cultural understanding, and enhances career prospects. For many learners, especially those acquiring English as a foreign or second language, the journey is fraught with challenges. Amankulova & Seisembieva (2011) define English as a second or foreign language acquisition as the process undertaken by individuals whose native language differs from English, often necessitating formal instruction. Misbah et al. (2017) highlight several impediments faced by learners, such as limited vocabulary, interference from their first language, and socio-economic constraints, which collectively hinder effective language practice and progress.

Motivation emerges as a pivotal factor influencing language acquisition. Mochklas et al. (2023) emphasize that learner motivation is multifaceted, shaped by personal goals, attitudes, and the learning environment. Foreign language students can focus their attention on an important goal or outcome in the classroom when they are motivated (Silalahi et al., 2022). It is crucial to understand and utilize motivation since it can significantly improve learners' experiences and results in language acquisition.

Several studies have explored various aspects of motivation in language learning contexts. Ekiz & Kulmetov (2016) identified parental support, teacher attitudes, and classroom dynamics as influential factors in motivating students learning English as a foreign language. Bañaco (2017) underscored the distinction between intrinsic and extrinsic motivation, highlighting their differential impact on academic success. Filchenko (2018) delved into motivational components like interest, emotion, and primary motive, noting their direct correlation with academic achievement. Hariri et al. (2020) further expanded on motivational theories, emphasizing the role of values, expectations, and affective components in predicting student learning strategies.

Moreover, educational policies, such as the Independent Curriculum in Indonesia, significantly impact English language education. The Ministry of Education, Culture, Research, and Technology's initiative aims to enhance educational quality through curriculum reform (Berlian et al., 2022). However, the implementation of English language lessons under this curriculum has faced challenges, including teacher shortages and varying school practices, potentially affecting students' motivation and proficiency levels.

In implementing the independent curriculum for English language lessons at

elementary school level not a separate subject but integrated into selected lessons (Kemendikbudristek, 2021). Considering that in the Independent Curriculum, the status of English is not a mandatory lesson, schools have the right to provide or eliminate it according to school characteristics and student needs. Given the complexities surrounding motivation and curriculum implementation, there remains a significant gap in understanding how changes in the Independent Curriculum influence students' motivation to learn English, particularly at the junior high school level.

Language learning, particularly English as a foreign language (EFL), plays a crucial role in today's interconnected world, where proficiency enables effective communication and participation in global contexts. Defined as the process of acquiring the ability to understand, speak, read, and write a language, language learning involves multifaceted efforts aimed at enhancing listening, reading, writing, and speaking skills (Fučeková & Metruk, 2018). Learning English has become necessary because of its global usage and the importance of teaching language skills to second- or foreign-language learners (Rao, 2019). Learning English enables individuals to expand their perspectives, enhance their communication abilities, and unlock new possibilities. Thus, learning English can help us develop a deeper understanding of the world around us and become part of an increasingly connected global community.

The term "motivation" refers to the aggregate of four factors: the wish to succeed, the potential of doing so, the value placed on completing the task, and the desire to avoid failur (Yuan and Zhen, 2021). Motivation stands out as a pivotal factor influencing language acquisition endeavors. Motivation in language learning can be categorized into intrinsic and extrinsic forms, each playing distinct roles in shaping learners' attitudes and behaviors (Keller et al., 2016). Legault (2016) pointed out that if intrinsic motivation is performing an action out of pleasure or enjoyment, then extrinsic motivation is doing it for money or other benefits, which erect desire for the action's outcome.

The concept of intrinsic motivation is a potent one in psychology, as it explains why people do things just because they love them or find them enjoyable. According to Keller et al. (2016), intrinsic motivation refers to "motivation derived from factors such as interest or curiosity". Intrinsic motivation is is classified into five types: Self-Desire , Satisfaction, Challenges/Competition, Good Habits, and Awareness (Rahmawati & Fatimah, 2022). Then, The term "extrinsic motivation" refers to the drive to participate in a task or work toward a goal that is dependent on rewards, incentives, or pressures from the outside world. According to Ozen (2017), extrinsic motivation is when a person's behavior is motivated by factors outside of that person, or by factors in his surroundings. There are five Types of extrinsic motivation such as Praise, Advice, Teacher, Parents, Environments, Reward, and Punishment (Rahmawati & Fatimah, 2022).

This study investigate to what the factors that serve as indicators of students' motivation to acquire proficiency in the English language as a non-native speaker. In order to attain this objective, the conceptual framework pertains to the influential variables in the process of acquiring proficiency in the English language (Rahmawati & Fatimah , 2022). By recognizing and harnessing both intrinsic and extrinsic motivators, educators and learners alike can enhance the effectiveness and enjoyment of the language learning journey, thereby unlocking new avenues for personal, academic, and professional growth.

METHODOLOGY

Research conducted using a case study is a frequent experimental method in qualitative research. This study focuses on in-depth analysis to investigate students' motivation to learn EFL. A case study is an in-depth analysis of a particular topic, scenario, or phenomenon using data collected from actual cases. According to Dori & Herscovitz (1999) case study approach has proven to be successful in increasing students' conceptual knowledge, critical thinking, and motivation. Swanborn (2018) also argues that case studies are useful for both theory development and testing because they capture phenomena in their most natural context. So it requires extensive research and analysis of a

specific case or instance in order to obtain a deeper understanding of its complexities, dynamics, and contributing factors. Cheng et al. (2017) said that questionnaires and interviews are included as part of the research methodology in conducting case studies. With this data collection method, the aim is to identify and describe the overall phenomenon of student motivation to learn English in seventh grade junior high school students.

The research participants selected for this study consisted of junior high school students in the seventh grade. The individuals involved in this study were students in their initial year of junior high school who had recently been introduced to the study of English as a result of modifications made to the curriculum. One of the junior high schools located in West Jakarta with around 35 students consisting of 17 boys and 18 girls. The majority of individuals are in the age range of 12 to 13 years.

In the context of case studies, interviews serve as a means of collecting comprehensive and detailed data from people or groups who have direct involvement in the particular issue being investigated. The interviews in this research study used open-ended responses. Interviews use open-ended responses to find specific wording and sequence of questions; all participants are presented basic questions in the same order, and all questions require open-ended responses. Open-ended responses are a strategy in which interviewees provide more in-depth and thorough answers, including their opinions, values, and experiences (Hanock & Algozzine, 2006). Open-ended responses can also serve to foster a more open and collaborative environment between the interviewer and the candidate, allowing for a more effective exchange of ideas.

A questionnaire is a type of research instrument or survey tool that is used to gather data or information from individuals or groups of people. The basis of a survey is a questionnaire, which is a set of questions used to collect information from respondents (Taherdoost, 2022). It typically comprises of a sequence of questions aimed to elicit precise information on a given topic or study issue. The questions in the questionnaire were created according to

indicators related to intrinsic and extrinsic motivation which influence students' motivation to learn English as a foreign language.

For interviews, they will be transcribed from audio recordings to facilitate analysis. Researchers will describe according to interview answers regarding students' motivation in learning English as a foreign language in class. The interview data has been categorized and arranged sequentially according to indicators related to intrinsic and extrinsic motivation. This is done to make it easier for researchers to interpret data based on the findings to be studied. Then, the questionnaire uses a yes/no question type method and is analyzed using a predetermined formula to calculate the percentage of indicators that influence student motivation. In this type, students will be asked to choose one answer to a series of questions related to various aspects that influence motivation. The checklist is located within the designated column, with answer choices consisting of "Yes" and "No" for each statement.

RESULTS AND DISCUSSION

In this session, the researcher presents a discussion based on research findings and compares them with relevant previous research regarding students' motivation to learn English as a foreign language. The interview results from answers to opinions regarding motivation to learn English as a foreign language became the main research instrument. In this research, 7th grade junior high school students were selected as participants in this research.

After collecting data from student questionnaires and interviews, researchers identified and classified them based on intrinsic and extrinsic factors. Intrinsic motivation factors are classified into five indicators: Self-Desire, Satisfaction, Challenges/Competition, Good Habits, and Awareness. And extrinsic motivation factors are classified into five indicators: Praise, Advice, Teacher, Parents, Environments, Reward, and Punishment.

A. Intrinsic motivation

Results of interview questions from intrinsic motivation indicators

1. Self-Desire

Self-desire refers to an intrinsic

motivation or inclination that propels individuals towards the attainment of their objectives, aspirations, or personal wishes. The impetus behind self-desire frequently stems from elements associated with human needs and aspirations, including self-actualization, individual accomplishment, and personal well-being. Based on the interview, "In your opinion, what makes you feel that you have a desire for an interest when learning English?" Facts also obtained from interviews. The response that was often mentioned in the "self-desire" indicator is that almost all students have a sense of interest in their desire to be enthusiastic about learning English. Students 1, 2, 3 and 5 said that they were enthusiastic about participating in English learning activities in class. One of student mentioned:

Student 1: "Aku senang belajar bahasa inggris karena aku bisa belajar bahasa asing selain bahasa indonesia. Aku merasa semangat dan antusias aja kalo belajar bahasa inggris dengan guru. Karena guru aku sering melakukan games sebelum memulai pelajaran jadi aku senang saat mengikuti pelajaran ini saat dikelas."

The findings show that Self-desire can influence students' motivation to learn English. It can be seen from the interview results that there is a desire from their enthusiasm to take part in English learning activities in class which shows that there is no coercion. So this self-desire indicator can encourage students' motivation to learn English, in line with the results of the study by Widyaningtyas & Wahidah (2022) that self-desire is the most common intrinsic driver and has the most impact on students' desire to learn English. It was concluded that the indicator of self-desire in intrinsic factors could be a generator of students' motivation to learn English which was shown by students' enthusiasm when participating in class activities.

2. Satisfaction

The term "satisfaction" describes the optimistic attitude or state of mind that arises when an individual feels content or gratified after achieving a goal for them. When it comes to students' motivation to study English, satisfaction is a major factor in determining their views and aspirations regarding education. When learners feel satisfied with the process, they receive positive reinforcement that can boost their drive to keep improving their language abilities and enhance their understanding and level of engagement. With the question, ask students, "In your opinion, what makes you feel satisfied when you learn English?". Then students' responses 2, 3, 4, and 5 on this satisfaction indicator stated that they had a feeling of fulfillment of the desire when learning English. Many of them expressed that they felt satisfied with the success of my own efforts. One of student mentioned:

Student 4: *"Saat aku ada kegiatan untuk melakukan perkenalan keluarga dalam bahasa inggris didepan kelas, disitu awalnya aku ragu dan takut tapi aku mencoba berusaha untuk percaya diri. Ternyata aku berhasil* dan aku merasa ada rasa kepuasan dalam diri aku yang bisa melakukan itu dengan usaha aku sendiri."

Similar responses from the other students.

Student 2: "Aku merasa puas saat belajar bahasa inggris ketika aku bisa paham dalam mengerjakan soal latihan dengan usaha aku sendiri dan itu membuat aku merasa puas saat dapat mengerjakan soal dengan mudah."

This finding is in line with the results of research by Hu (2016) who found that satisfaction of students' basic needs for skills and connections increased their motivation, resulting in rewarding academic achievements and substantial development in English language

proficiency. The results of the interviews also showed that students felt satisfaction from fulfilling their desires by feeling the success of the students' goals achieved. Thus, satisfaction is an important indicator for students in improving student academic achievement and student motivation to learn English.

3. Challenges/Competition

Competitions and challenges are significant motivators for students to acquire English. Challenges present students with opportunities to confront and surmount obstacles, whereas competitions foster a competitive atmosphere that may motivate them to enhance their academic performance. These two components offer supplementary motivation that fosters students' sustained effort and culminates in the attainment of an exceptional standard in English acquisition.

Researchers conducted interviews to clarify the reasons why a challenge or competition can increase students' motivation to learn English. Based on the interviews, students were asked, "What makes you feel more motivated to learn English, such as assignments, exams, competitions, or things that challenge you?". The response that is often mentioned in the "challenge/competition" indicator is that all students often feel a challenge when learning English. It can be seen that students 1, 2, 3, 4, and 5 expressed feeling challenged while competing to achieve the best score. One of student mentioned:

Student 3: "Aku merasa lebih tertantang dan semangat untuk belajar bahasa Inggris saat Aku bersaing dengan teman kelas untuk dapat menjawab soal latihan yang diberikan di papan tulis."

The results of the interviews revealed that students were indeed interested in challenge and competition with classmates in doing practice questions in class to get good grades in English

lessons. Agree with Aksenova (2015) findings that improving motivation to learn English can also be achieved through the use of authentic resources, challenging activities, and a variety of games. Then the finding is also in line with other previous research Kim (2021) that challenges in learning English can improve a foreign student's motivation and knowledge of the language's significance. This challenge/competition becomes individual progress in achieving goals and drives students' motivation to learn English as a foreign language.

4. Good Habits

Good habits are positive and consistent behavioral patterns that are consistently practiced in daily life. Regarding the motivation to learn English, healthy habits encompass behaviors and attitudes that bolster pupils' advancement in acquiring language proficiency. Through the development of positive behaviors, students can create a favorable learning environment that strengthens and boosts their motivation to consistently advance in acquiring the English language.

To clarify the reasons why students do not have good habits for learning English, researchers conducted interviews. Based on the interviews, students were asked "In your opinion, do you have a plan or habit of practicing English consistently to encourage interest in learning English?" Facts are also obtained from interviews. One of student mentioned:

Student 5: "Aku ngga ada kebiasaan atau rutinitas gitu sih kak kecuali kalau ada tugas bahasa inggris."

Researchers also revealed that the habit of using English media contributes to the development of integrative motivation in students' English learning (Aksenova, 2015). However, there are differences in the findings of this study within this framework. Researchers did not find that there were good habits in

students' enthusiasm for learning English. The interview results also revealed that most students did not apply consistent routines to develop their English language skills. Good habits are still not implemented by students enough to increase students' motivation to learn English.

5. Awareness

Awareness is the ability to understand something, such as the significance of learning and the ability to assess one's own progress in learning. Awareness can refer to students' comprehension of the relevance of English language abilities, whether for academic, career, or personal development goals, in the context of motivation to learn English. Therefore, this level of awareness can influence students' motivation to learn and increase their willingness to overcome challenges in learning the language. The results of the interviews revealed the reasons why awareness can foster students' motivation to learn English. Based on the interview, students were asked, "How do you understand why you want to learn English and the importance of awareness for your insight?". Facts were also found in student responses, which were often mentioned as indicators of "awareness" in learning English. One of student mentioned:

Student 2: *"Alasan aku belajar bahasa inggris untuk masa depan, karena aku sadar kak* untuk belajar bahasa inggris mendapatkan wawasan kita kedepan baik dalam hal pendidikan, dan peluang karir."

It can be seen that students' awareness of the importance of English can increase students' motivation to learn English. This finding also agrees with Dormer (2013) finding that the awareness stage can improve their accuracy in learning English, leading to continuous language awareness and self-correction. The interview results also revealed that several students realized the importance

of insight in learning English in the future. This shows that awareness of insight or deep understanding of the English language learning process can be a strong motivator to build student motivation in learning English.

B. Extrinsic motivation

Results of interview questions from extrinsic motivation indicators

1. Praise

Extrinsic praise means the act of expressing appreciation, recognition, or positive acknowledgment to an individual for a specific accomplishment they have achieved. Providing appropriate commendation not only enhances pupils' self-assurance but also fosters their eagerness for acquiring knowledge. Hence, when praise is delivered in a positive way, it may be used as an effective tool for enhancing student motivation in the acquisition of the English language. The researcher again asked the entire statement on the praise indicator through interviews with the question, "How do you think getting praise from other people can increase your motivation to learn English?". One of student mentioned:

Student 3: *"Menurut aku ngerasa kalo dapet pujian dari orang itu aku makin semangat buat* belajar. Misal kalo buat bahasa Inggris aku seneng kalo misal aku bisa jawab soal kemudian aku dikasih pujian sama teman atau guru itu juga buat bikin aku semangat buat belajar lagi."

In the same way, the answers provided by others students.

Student 4: "Menurut aku bisa sih kak, Misalnya dari pengalaman aku tadi yang aku bisa menghafal struktur keluarga dalam bahasa Inggris aku diberi banyak pujian sama guru, orang tua, temen-temen aku juga. Disitu aku mulai seneng dan merasa percaya diri untuk belajar bahasa inggris."

As a result, the influence of praise indicators can increase students'

motivation in learning English, as demonstrated by Peng (2021) and Akbar (2020) study on the impact of praise on the motivation and academic engagement of EFL and ESL students. Students also stated pleasure when they received praise for their English skills. This feeling of pleasure from receiving praise from other people will create a feeling of enthusiasm to learn to develop their English language skills.

2. Advice

"Advice" is a way of expressing oneself that includes offering counsel, recommendations, or direction to another in order to facilitate decision-making or issue-solving. If a student is having trouble or is seeking ways to boost their enthusiasm to learn, good advie can give them insight, guidance, or answers. Thus, advice can assist students in understanding the significance of English in their lives, particularly in regards to their education, careers, and worldwide interactions. With the question, students are asked, "How do you think about getting advice from other people to resolve difficulties in the learning process? Do you feel interested in learning English after that?". One of student mentioned:

Student 1: "Saran dari orang tua sih biasanya mereka dukung kita untuk kasih saran berbagai cara buat ningkatin belajar kita, baik dari masukan kita ketempat les private, membeli buku kamus, dan banyak lagi."

This result is consistent with the findings of Castro (2018) that language advice positively influences the motivation of students to learn English as a second language in a variety of learning contexts. Additionally, the interview results revealed that they often asked for help from friends, family, or teachers when learning English. Almost all of students stated that the advice they received could be taken into consideration by students in solving a problem in English lessons.

3. Teacher, Parent, Enviroment

Teachers, parents, and the environment around us all play significant roles in determining whether or not kids are motivated to study English. Parents are important because they support their children emotionally, provide a good example at home, and take part in their children's education. The results of the interviews revealed the reasons why the role of parents, teachers, and the environment can foster students' motivation to learn English. With the question, students are asked, "Do you think the role of teachers, parents, and the environment can influence your interest in learning English? Which role more often influences your learning motivation?". Many of them expressed that they felt enthusiastic when studying in class with their teachers. One of student mentioned:

Student 4: *"Menurut aku sih semua peran mempengaruhi sih kak, baik dari guru,orang tua,lingkungan teman dapat membantu aku semangat belajar. tapi dalam semangat belajar di bahasa inggris, peran guru yang* lebih mempengaruhi semangat belajar aku. Karena peran guru dapat membantu saat aku kesulitan mengerjakan soal, jadi aku bisa tanya gitu sih kak."

In the same way, the answers provided by others students.

Student 2: "Menurut aku dari peran guru sih yang sering dan lebih mendukung semangat aku belajar, aku bisa tanya jika kalau aku mengalami kesulitan"

The findings show that indicators of parents, teacher, and environmental factors can have an effect on the level of interest that students have for learning English. This finding corresponds with the results of Zayed & Razeq (2021) research, which concluded that support and participation from parents, teachers, and peers can motivate English language learning. Furthermore, Rahman et al. (2017) studies indicate that the students' motivation to learn a

second language is substantially impacted by a range of factors, including the influence of their parents, their own attitudes, and the influence of their teachers. In addition, the results of student questionnaires and interviews responses indicate that the teacher role is one of their enthusiasms for learning English.

4. Reward

A "reward" refers to an item or recognition that is presented in exchange for a desired accomplishment or conduct. The purpose of rewards aims to provide positive reinforcement for a specific action or accomplishment, in the hope that the recipient will be motivated to enhance student motivation in the context of English language learning. The statements on the "reward" indicator through interviews with the question, "What do you think, if a reward or recognition can make you more motivated to be interested in learning English?". Mention that a reward can be used to encourage enthusiasm for learning in responses from students 3, 4, and 5. One of student mentioned:

Student 3: "Kalau ada hadiahnya bakal tambah semangat belajarnya mbak, misalnya waktu aku SD, kalau nilaiku bagus, orang tuaku akan memberiku hadiah seperti itu."

The responses of other students are similar.

Student 4: "Menurut aku hadiah bisa buat kita semangat kita belajar. Seperti yang kemaren juga sih kak saat perkenalan keluarga dengan bahasa inggris itu aku dikasih hadiah karna sudah berhasil, dan itu buat aku semangat dan antusias buat ngikuti kompetisi lainnya."

It can be seen that prizes can create a spirit of motivation for students to learn English as a foreign language. The interview shows that a gift can stimulate their enthusiasm in learning English. Agree with the study findings of Abdullah (2021), and Aguilos et al. (2022) who found that a reward can have a positive impact on student motivation in learning English. The influence of prizes does have a big impact on student motivation, so students can create interest in learning English with prizes.

5. Punishment

"Punishment" refers to the sanction that is imposed as a result of actions that are deemed to be in violation of the regulations. Students' motivation for learning and growth might be undermined by using punishment as a motivating strategy. As a general rule, punishment makes people feel bad, and the fear of punishment can lower their motivation. Based on interviews, students were asked, "In your opinion, do you feel that punishment can motivate you to study English hard or because you want to avoid punishment from teachers or parents?". The interview results also revealed a fact about students' motivation to learn English. Students 1, 2, 3, and 5 said that they often felt afraid and felt forced to study because they were afraid of punishment.

Student 1: *"Iya, aku takut nanti kena marah sama orang tua sih kak. walaupun ngga dikasih hukuman yang berat tapi seperti nasehat atau omelan saat tau nilai bahasa inggris aku jelek."*

In the same way, the answers provided by others students.

Student 4: *"Iya, aku takut kena marah dari guru sih kak kalo nilai bahasa inggris aku jelek, jadi aku harus belajar lebih giat supaya nilai aku bagus dan ngga kena teguran dari guru atau orang tua."*

Research shows that punishments for students influence students in learning English, but not students' interest in learning English. This is the same as Poudel (2022) finding that the use of punishment in English classes aims to bring about changes in students' learning

and personal behavior. It can be seen that this punishment can be used as student discipline in learning or student behavior in English learning activities.

CONCLUSION

The aim of this research is to find students' motivation for learning English as a foreign language through the impact of curriculum changes on intrinsic and extrinsic motivation factors. From these factors, it will be shown which indicators influence the motivation factor. In the findings, intrinsic factors influencing students' motivation to learn English showed significant results on the self-desire indicator with a percentage of 96.88%. This indicates that the majority of students feel motivated by internal factors, such as personal interest, desire to develop, or a sense of satisfaction with personal achievement in learning English. Then results of extrinsic factors on students' language learning motivation, there are also significant results that lead to the role of parents, teachers, and the environment with a percentage of 93.75%. These findings indicate that the majority of students feel a significant impact of the teacher's role on their motivation to learn English. Based on the research results, it shows that students' motivation to learn English leads to extrinsic factors. Some students may have an intrinsic drive to learn English because they feel satisfied with their personal achievements when they succeed in understanding and using the language well. However, the involvement of extrinsic factors also influences the formation of a solid foundation for continuous learning and opens up higher achievements in mastering English. So by including reflection as part of English language learning, students can strengthen their understanding of their own learning motivation, whether it is recognising intrinsic self-desire motivation or the involvement of extrinsic factors, to explore what actually drives their interest and desire to learn English. One of the implications of learning is that teachers and educators can utilise students' intrinsic motivation, such as self-desire, as the main resource in building student interest and involvement. Overall, the integration of extrinsic factors such as encouragement from parents, teachers, and the environment can play an important role in shaping motivation to learn English. The most effective motivation is comprehensive; combining both external and internal factors, and is driven by students' passion and commitment to the English learning process. Thus, increasing student motivation and maximizing intrinsic factors will result in extrinsic involvement in English learning, and it is hoped that students can achieve their learning goals more effectively.

RECOMMENDATION

Researchers conducted this research with only one junior high school class. Apart from that, researchers only collected data through questionnaires and interviews. Then, in the influence of indicators, there are still things that do not match what is experienced by students in Indonesia. As a result, the findings of this study cannot be standardized. Because of these limitations, more research is needed to investigate middle school students in schools and other settings, and to conduct more in-depth observations to understand students' motivations for learning English as a foreign language.

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